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LANGUAGE ANXIETY: TEACHERS' AND LEARNERS' PERSPECTIVE

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ABSTRACT

The purpose of this study was to investigate the relationship between teachers' perception of foreign language anxiety and learners' perception and experience. In other words, our aim was to find out whether the teachers were able to recognise the level of anxiety in their learners. Moreover, we wished to see to what extent English language learners experienced anxiety in their learning context and what were the possible sources of it. The Croatian version of FLCAS questionnaire and shortened version of Laine's self concept questionnaire were administered to 51 learners of a first grade high school. A questionnaire created for the purpose of this study was administered to two teachers. There was no significant difference in the amount of anxiety between the two groups of learners. The results showed that our learners were moderately anxious about learning English. They were most anxious about not having enough time to think over something during oral examination, speaking activities, written exams, listening and grammar. The results also confirmed that learners with more positive self concept achieved better success in English. Surprisingly, it was shown that teachers were not able to recognise the level of anxiety in their learners in the same amount as they were showed to have it. However, these results should be further investigated in order to obtain a better insight into the phenomenon of foreign language anxiety and its causes in particular classroom settings and circumstances.

Key words: foreign language anxiety, grammar, language achievement, self concept, teachers

1. Introduction

In this paper we will present some basic concepts related to foreign language (FL) anxiety. The English language is nowadays a predominantly used foreign language, lingua franca to the speakers that speak different languages and it is taught as one of the primary subjects in the world's educational systems. During the second half of the 20th century numerous researchers studied the role of individual differences in second language acquisition (SLA) context. The results showed that there were many negative correlations between motivation and anxiety and it seemed to be bi-directional, that is to say, these variables were the cause and the result of each other (Mihaljević Djigunović, 2004). It is true that some people have no difficulty in learning a foreign language, while others do and this negative experience can lead to foreign language anxiety (FLA). Since the 1960s many researchers have looked into this phenomenon and how it has been related to the poor performance of so many learners. There have been many definitions of FL anxiety, but it must be acknowledged that it is a combination of many factors, such as motivation, learner's beliefs, learner's attitude, teacher's practice and others. Generally, foreign language anxiety has a negative effect on language learning and it can slow down learner's abilities. However, small amount of anxiety can be beneficial because it gives extra motivation to the learners who make an effort to achieve their task (Mihaljević Djigunović, 2002). In the Croatian context of foreign language teaching, many contributions were made by the Professor Mihaljević Djigunović (2002, 2008) who looked into many potential sources of language anxiety.

In the theoretical part we will present different types of anxiety, its causes and effects, and moreover some variables that influence language anxiety. Research shows that foreign language anxiety is a multi-dimensional phenomenon that includes three factors: communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986). Language anxiety has many potential sources and it interferes with the acquisition and production of a foreign language. The research part of the thesis is organised into few sections focusing on aims, sample, instruments, procedure and results and discussion. The aim of the study is to find out to what extent English language learners experience anxiety and if there is any difference in the level of anxiety between two classes of learners in the first year of a high school. In the concluding part of the paper we will summarise the most important findings of the study, focusing on its limitations and giving few suggestions for further research.

2. Anxiety

If we take a closer look back on life more than 50 years ago, it can be seen that today we are exposed to a larger amount of stress than our ancestors used to be. A hectic way of life, constant rush and higher expectations have led to an increasing number of people suffering from a modern disease called anxiety. Due to that, anxiety is seen as a normal reaction to stress and people usually do not pay attention to it. According to Alpert and Haber (1960, as cited in Mihaljević Djigunović, 2002) a small amount of anxiety can even improve performance and it is known as facilitating anxiety. Beneficial or facilitating anxiety gives extra motivation to learners who make an effort in achieving their task (as cited in Tasnimi, 2009). In favour of positive effect of beneficial anxiety was a research conducted by Eysenck and Gutiérrez-Calvo and Gutiérrez-Calvo (as cited in Pérez-Paredes & Martínez-Sánchez, 2001) that showed how learners with high-anxiety level could be as successful as their low-anxiety colleagues. The main difference between these two types of learners is that the former have to put more effort into the learning tasks compared to low-anxiety learners.

However, Horwitz et al. (1986) and Spielberger (2013) indicate that learners make an extra effort only in simple learning tasks, while this does not occur in tasks with more complex language structures. In contrast, there are situations when fear overcomes our performance, that is to say, when anxiety, denoted as debilitating anxiety, negatively affects our day-to-day life and that state has been of particular interest to researchers all over the world. Williams (1991, as cited in Ellis, 2008) believed that facilitating and debilitating anxiety corresponded to the intensity of the anxiety the learner felt, causing a low-anxiety state to have facilitating outcome on the performance and a high-anxiety state a debilitating outcome.

Given its long history of research, anxiety has been defined so many times and there is also an extensive literature on the topic. Reviews on the literature on the anxiety show a considerable amount of definitions regarding this widely used concept and they are all similar to its extent. According to Simpson, anxiety is described as “a personality characteristic of responding to certain situations with a stress syndrome of responses” (1992, as cited in Edelman, 1992). On the other hand, Spielberger (2013) came up with his explanation of anxiety saying that anxiety was “an unpleasant emotional state or condition which is characterised by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system”. In 1975, American Psychiatric Association, the

most respectful organization in the field of psychology, defined anxiety as “apprehension, tension, or uneasiness which stems from the anticipation of danger, the source of which is largely unknown or unrecognised” (1975, as cited in Edelman, 1992).

Taking these definitions into account, it can be concluded that anxiety is seen as a state in which a person suffers from an unpleasant emotion, usually accompanied by nervous behaviour, worry and, to its extreme, fear. However, the above mentioned psychologists disagree at one point, and that is, whether anxiety is a relatively stable personality trait or an emotional state. This led scholars to the conclusion that there are two types of anxiety, state and trait anxiety. These two types were first brought up and examined by Cattell (1961), a prolific psychologist whose contributions on the field of anxiety nowadays form the core of modern scientific psychology. Even though there is no clear delineation between these two types of anxiety, some differences can be identified, if taken into consideration stability/transience.

Trait anxiety is a trait related to an individual's personality, which varies on how he/she manages stressful situations accordingly. Spielberger (2013) defines it as “a relatively stable individual difference in anxiety proneness” meaning that people with high level of trait anxiety are more prone to be nervous in any type of situation.

On the other hand, state anxiety is defined as a response to fear or danger of a particular situation, for example, the fear we feel while taking some kind of test. In opposition to trait anxiety, state anxiety is not stable but can vary in intensity over time. McDowell (2006) summarizes these two definitions of anxiety into one sentence saying that “trait anxiety is a personality disposition that describes a person's tendency to perceive situations as threatening, and hence to experience state anxiety in stressful situations”.

Moreover, Spielberger (2013) mentions a third type of anxiety called situation-specific anxiety. This type of anxiety is stable over time, as well is the case with trait anxiety. The difference is that situation-specific anxiety changes across various situations in order that a person can be anxious while having to give some talk, but not while doing some kind of written exam, meaning that a person can be anxious in one situation and not in the other. Situation-specific anxiety is not the experience of anxiety itself because it is not personality-related neither is it stable. It can be placed somewhere in the middle between state and trait

anxiety because it denotes the probability of becoming anxious in a determined situation. One type of situation-specific anxiety is also language anxiety that can facilitate or hinder the performance in second language context. The study of situation-specific anxiety has been of particular interest in SLA research and many studies have shown that learners experience this type of anxiety when trying to learn and communicate in a second language (L2).

2.1. Foreign language anxiety

In the 1990s there was a number of studies focusing on how language anxiety affected the process of language learning. Over the years it has been noticed that some learners experienced huge problems when having to use a foreign language. Some teachers attributed that to their lack of motivation, others to learners' introvert personality. However, this led the researchers to dig into the phenomenon and they came up with a concept of language anxiety. This concept does not relate only to FL, but also to our performance in mother tongue (Mihaljević Djigunović, 2002). We have been witnesses to the fact that sometimes we become anxious when we cannot come up with the right word even when we know all the rules of language usage. The worry that we feel is quite similar to the one we experience when having to use an L2. In order to know more about language anxiety, scholars from all around the world looked into how language anxiety developed and how it could be overcome.

Since the 1960s, this phenomenon has been investigated in the field of second language learning. Researchers and teachers noticed that something was going on in the classrooms that caused students to be anxious. However, they could not interconnect the causes to the consequences due to small amount of reliable instruments and poor research done on language anxiety. According to Scovel (1978, as cited in Pérez-Paredes & Martínez-Sánchez, 2001) another problem was that all the investigation viewed FL anxiety as trait or state anxiety construct so the results were unconvincing. A few decades later, in the 1980s, MacIntyre and Gardner (2006) developed a theory that connected anxiety to language learning. They claimed that FL anxiety should be distinguished from general anxiety. Gardner and MacIntyre defined FL anxiety as "the feeling of tension and apprehension specifically associated with second language learning contexts, including speaking, listening and learning" (1994, as cited in Legac, 2007). Based on the studies, it was found that the level of language anxiety was connected to the learner's stage of development and moreover to their

motivation and aptitude (Pérez-Paredes & Martínez-Sánchez, 2001). In the beginning, learners of FL experienced very low level of situation-specific anxiety. If negative feelings continually occurred, the learner started to feel more anxious about his/her language learning. Along with the years, FL anxiety could increase or decrease if there were more positive experiences connected to language learning. MacIntyre and Gardner concluded that beginners would experience higher FL anxiety in comparison to more advanced learners. The research on learners of French conducted by and his associates (1997) showed once more that beginners' level of anxiety was higher than the one in high achievers. It can be concluded that language anxiety drops as we become more proficient in some foreign language.

In keeping with MacIntyre and Gardner's view, Horwitz, Horwitz and Cope (1986) came up with a specific construct called *foreign language anxiety* that was independent of any other type of anxiety so far mentioned. Horwitz and associates (1986) defined anxiety as "a distinct complex of self perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process".

FL anxiety is usually described as consisting of three components: communication apprehension, test anxiety, and the fear of negative evaluation. Experts believe that during the process of communication learners start to feel anxious. Since 1970 the communication apprehension has been in the focus of many researchers. McCroskey (1984) defined it as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons". Holbrook (1978) claimed that it was far more than a stage fright that was present in speech classrooms because it affected learner's oral production. Summarising early studies, McCroskey (1984) came across some curious data, that 20% of people in general suffer from communication apprehension. He also found that personality traits influenced a lot in what measure communication anxiety would appear. Learners who were more introverted had more difficulty when having to give a talk in a foreign language due to poor competence in the foreign language. On the other hand, more communicative students felt a high communication anxiety during language classes. In addition, Mejías and associates (1991) conducted a survey on communication apprehension among the Americans of Mexican origin. The results showed that women were more anxious when having to use either English or Spanish. It also showed that communication anxiety was not merely a by-product of correspondence in a foreign language, but it could also appear when using our

mother tongue. The results obtained by Mejías and others can be compared to the rest of the work done in the field of communication apprehension and it can be seen that communication anxiety is also connected to different cultural heritage. One of the countries that was a focal point in the research of communication apprehension was Japan due to their way of not saying too much and knowing when to say something. Klopf (1997) contrasted communication apprehension levels on Japan, Switzerland, the U.S., Korea and other countries. He reported that the highest fear of communication was shown among Japanese people, Americans and Swiss. The lowest fear was measured among Koreans. What was interesting is that Portoricans showed low communication anxiety when expressing themselves in Spanish, while having to do the same in English their level of anxiety increased (Mihaljević Djigunović, 2002).

Since language classes include a lot of performance evaluation, test anxiety is one of the common causes of learners' failure in performance. Almost everyone feels a little bit nervous when having to write an exam. It is something that is completely natural and usually a small amount of anxiety can be beneficial. On the other hand, too much anxiety can interfere with studying and it can block performance. This type of anxiety is called test anxiety and it can inhibit information recall. Sarason (1980, as cited in Horwitz, Horwitz & Cope, 1991) claimed that test anxiety was caused by a fear of failure. In other words, in a foreign language classroom a learner is already under the pressure of having to deal with a foreign language. Moreover, he/she is under constant peer pressure and this is a perfect situation for test anxiety to appear.

Finally, fear of negative evaluation is similar to test anxiety in order that the learner is afraid of being evaluated somehow, not only regarding his/her knowledge, but also regarding any type of assessment. It can appear in any situation in which one is evaluated, such as a job interview or an oral presentation at a conference. This fear can have a significant impact on adolescents since they are prone to judge and being judged. The particularity of a foreign language class is that apart from being evaluated by the teacher, the learner is also observed by the peers. The evaluative situation can trigger a high-level anxiety and may cause learner's bad performance, which can be shown through his/her physical reactions such as blushing and sweating. Even in small group discussions, learners might feel a high level of anxiety as their peers observe them. In the end, this can result in avoiding participation in the task (Mihaljević Djigunović, 2002).

Horwitz, Horwitz and Cope (1986) believed that the above explained three components were not the only cause of FL anxiety, but that it had to be a combination of distinct components such as motivation, beliefs and feelings. This led scholars to explore more the concept of FL anxiety in order to find its sources and give a solution to the problem.

2.1.2. Affective factors in relation to language anxiety

Over the years, some of the scholars tried to connect anxiety to learners' intelligence level (Verma & Nijhawan, 1976; Beeman et al., 1972; Spielberger, 2013) and they concluded that high level of language anxiety would have a positive effect on highly intelligent learners, while, on the other hand, it would have negative effect on low-intelligence learners. Furthermore, it was shown that a complex task would affect differently learners depending on whether they had a high or low IQ. A higher level of language anxiety showed to be beneficial to highly intelligent learners as it allowed them to successfully cope with more complex tasks. On the other hand, learners with a low IQ who as well suffered from higher level of anxiety, were found to be unsuccessful when having to deal with more demanding assignments.

There were also numerous researches on anxiety in comparison to a number of various individual differences such as gender (Cambell & Shaw, 1994), intelligence (Verma & Nijhawan, 1976), classroom environment (Mihaljević Djigunović, 2002) and others. All these findings showed that anxiety was an important factor in second language acquisition that could not be researched independently of other affective variables such as gender, motivation and aptitude. It was interesting how much these variables influenced anxiety arousal/decline. Pappamihiel (2002) carried out a study on language anxiety in relationship to gender and academic achievement of Mexican students studying in the U.S. The results showed that high achievers suffered from English language anxiety as well as low achievers.

Another research on relationship of anxiety with gender was done by Na in 2007. She conducted a survey on Chinese high school students who learned English as a second language and found out that Chinese learners suffered from high anxiety. The interesting discovery was that male learners experienced higher level of anxiety than their female counterparts. The study also showed how high anxiety could have a negative impact on learners' performance (2007, as cited in Shabani, 2012). A curious study on Japanese learners

of English comes from the U.S. Ohata (2005) conducted case interviews with five Japanese college students of English. He recognised how language anxiety was influenced by Japanese cultural norms and expectations. In other words, Japanese people often hesitated to express their own ideas and this caused them to be anxious in the interaction with others.

As far as extraversion/introversion dimension is concerned, scholars (MacIntyre and Gardner 1991; Dewaele 2002; Eysenck 1997) agreed that this dimension could predict foreign language anxiety. The underlying expectation is that introverts suffer from higher level of anxiety than extroverts do. Dewaele conducted a study among 100 Flemish high school students on their usage of colloquial words and found out that extroverted learners experienced lower anxiety (2002, cited in Bogaards & Laufer, 2004). He offered two possible explanations for this, one of them saying that introverts were afraid of using colloquial words because they were not sure when to use those words. On the other hand, introverts preferred individual work and could become anxious when asked to join the group. In this case learners' stylistic preferences may interfere with teachers' and this can result in high anxiety level.

In summary, one can notice that various factors such as speakers' personality, gender differences, motivation and learners' attitudes influence the arousal of FL anxiety. There is no clear-cut pattern that scholars can take as a starting point in researching the causes of FL anxiety. Every learner is unique and a situation that triggers high anxiety in one does not have to be the cause of anxiety arousal in other learner. It has been proved once more that FL anxiety is a distinct phenomenon that should be analysed in relation to numerous individual differences.

2.1.3. Causes of FL anxiety

Revising some of the work done on the field of foreign language anxiety, it can be seen how various researchers associated language anxiety with several causes, varying from language aptitude to different personality factors. Since FL anxiety is a multiplex construct composed of distinct components, scores of scholars attribute foreign language anxiety to different causes. For Horwitz et al. (1991) the primary sources of FL anxiety stemmed from communication apprehension, fear of negative evaluation and test anxiety. Mary Lou Price

(1991) interviewed language learners by distributing first an informal questionnaire. Ten students who showed to be highly anxious were asked to do an interview on their past and present experiences with foreign language courses. She found out that anxiety had several causes, as for example, the difficulty of foreign language classes, poor results achieved on some tests, fear of public speaking, speakers' beliefs, stressful classroom experiences and the role of a teacher. Interestingly, the results showed that learners were most worried about speaking in front of their peers. Accordingly, Gregersen (2003) conducted a study on Spanish-speaking learners of English and noticed that learners were afraid of being laughed at by peers when having to speak in a foreign language. Moreover, Young (1998) stated that language anxiety was caused by different interrelated factors such as personal and interpersonal anxiety, learner beliefs about language learning, and instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language testing.

MacIntyre and Noels (1994) found evidence that learners' unrealistic beliefs and wrong self-perception of their proficiency might be the cause of language anxiety. If learners failed to achieve their expectation, this led to the increase of language anxiety. Learners suffering from high levels of language anxiety undervalued their capacity of speaking, listening and writing. On the other hand, learners with lower level of anxiety overestimated their proficiency. Horwitz (1986) observed how learners underestimated the complexity of some task and believed to need less time in order to learn the new material. However, if they failed to do as planned, they became anxious and frustrated due to unsuccessful task resolving.

In addition, the role of the instructor plays an important role in the amount of anxiety a learner experiences. If a teacher repeatedly acts as an error-corrector and does not facilitate the learning process, it will have a debilitating effect on the learners. Young (1991) researched the relationship between the instructor's way of language teaching and the learner's belief about language learning. She came to the conclusion that anxiety could be teacher-induced if the learner's learning styles did not match the instructor's teaching styles.

Finally, classroom practices can also provoke high level of anxiety in foreign language learners. The type and the nature of the task, the classroom climate and the use of foreign language can generate high arousal of anxiety. It has already been noticed how speaking in front of the class caused more stress than other learning activities. Price (1991) concluded that speaking activities were most anxiety provoking among learners. Young (1991) reported that

instead of speaking in front of the whole class, small group tasks would be a better solution for highly anxious students. Besides, some scholars reported that the more difficult the target language was, the more anxious learners would be. Saito and Samimy (1996, as cited in Zhang & Zhong, 2012) did a research among English-speaking students of Japanese and identified how beginner learners of the Japanese language were highly anxious, as they perceived Japanese to be extremely difficult to learn.

In sum, language anxiety is caused by many factors and as a consequence it can have a strong influence on a learner's language development. For students to feel comfortable using a foreign language, a myriad of factors has to coincide at the same time. It is important that students view the classroom as a relaxed place for learning where the teacher plays the role of a guide, rather than of an authoritative figure. In the course of time various instruments to assess language anxiety have been invented, the most notable being French Class Anxiety Scale (FCAS) developed by Gardner and Smythe and English Use Anxiety Scale developed by the same authors of FCAS in cooperation with Clément (1977). Nevertheless, these instruments were restricted to French classroom anxiety. Horwitz et al. (1991) created the FLCAS (Foreign Language Classroom Anxiety Scale), a standard instrument for measuring language anxiety in classroom situation. The FLCAS is a 33-item, self-report questionnaire based on a 5-point Likert scale, with answers ranging from "strongly agree" to "strongly disagree". It comprises three interrelated anxieties: communication apprehension, text anxiety and fear of negative evaluation. It is important to address Croatian anxiety researchers who designed CROEFLA, a notable 24-item questionnaire for measuring language anxiety among Croatian learners of foreign languages (Puškar, 2010).

2.3. Foreign language anxiety in the Croatian context

In the last two decades, various researchers (Mihaljević Djigunović, 2002; Mihaljević Djigunović et al., 2004; Puškar, 2010; Pavićević, 2014 and many others) focused on the relationship between language anxiety and other affective variables. Mihaljević Djigunović (2002) noticed that there were many possible causes of FL anxiety, such as negative self-perception, the instructor, complexity of the English language, classroom situations, the problem of making errors and others. Three causes that stood out of the study were classroom language use, assessment and negative self-perception, especially among teenagers and young

learners.

Kostić Bobanović (2009) researched FL anxiety in university students and it was shown that students were afraid of making mistakes and being corrected. Puškar (2010) carried out a study on language anxiety among Croatian university students of English and German. He found out that German majors suffered from higher level of anxiety because German was perceived as a more difficult language than English. Both groups of students reported to be afraid of making mistakes and being corrected. Mihaljević Djigunović (2002) investigated the relationship among language anxiety and the age of learners and found that there were no significant correlations among primary school learners. On the other hand, secondary school learners and adult learners felt anxious while speaking in class and they used fewer communicative strategies.

Moreover, language anxiety correlates negatively with language learning achievement, meaning that the greater anxiety a learner feels, the less successful he/she will be. In keeping with this view, Mihaljević Djigunović (2002) observed the increase of anxiety among Croatian learners of English whose level of proficiency was low. However, it was also shown that high achievers had higher expectations and due to that, their level of anxiety was also higher. Mihaljević Djigunović et al. (2004) investigated the relationship between language anxiety and an individual's self-concept. Young learners had a positive self-concept and were not subject to the study (Mihaljević Djigunović, 1993; 1995). The scholars noted that learners suffering from a negative self-concept were highly anxious and their achievement in foreign language largely depended on their self-concept. On the other hand, if a learner had a positive self-concept, it led to the decrease of anxiety level.

It can be seen that different authors observed various causes of foreign language anxiety among Croatian learners. To some extent, the enumerated causes overlap with general studies done on the relationship of language anxiety and individual differences among other learners of foreign languages. On the basis of these studies, a number of suggestions can be offered to reduce anxiety in classroom settings. It is evident that a teacher cannot influence every aspect of language anxiety, but it is sure that he/she can contribute to a more positive classroom environment. As we are dealing with a unique phenomenon, further investigation is needed in order to know more about the causes and effects of foreign language anxiety.

3. A study on the relationship between learners' and teachers' perspective of FL anxiety

3.1. Aims

The aim of this study was to find out to what extent Croatian learners of English experienced anxiety in their language learning. Secondly, we attempted to investigate if there was any difference in the level of anxiety between two classes of learners in the first year of a Croatian high school. Thirdly, the aim was also to investigate the relationship between the perception of anxiety as viewed by learners and teachers. In other words, we wished to find out if the teachers were able to recognize language anxiety in the same amount as it was reported by their learners. Fourthly, we wished to identify the sources of anxiety. Lastly, our aim was to find out how teachers helped learners cope with anxiety.

3.2. Hypotheses

Based on the results of previous studies on FL anxiety, the following hypotheses were put forth:

1. Learners of first grade high school generally experience moderate language anxiety.
2. There will be difference in levels of anxiety between two classes of learners in the first year of a high school due to different teachers and their teaching practices.
3. Foreign language anxiety correlates negatively with language achievement.
4. Language anxiety correlates negatively with self concept, meaning that learners who have weaker self concept will be more anxious.
5. The relationship between foreign language grade and self concept is positive, in other words, learners who have stronger self concept are more successful in learning English.
6. Teachers recognize language anxiety in the same amount as it is reported by their learners.

3.3. Methodology

3.3.1. Sample

Adopting a qualitative and quantitative design, the study was conducted at a grammar school in southern Croatia in May 2014. The sample consisted of 51 participants from two first grade classes (8 male (15.7%) and 43 female (84.3%)). The participants aged between 15 and 16 years. They had all been learning English as a foreign language since their 1st grade primary school. The first group, class A for the purpose of the study, consisted of 25

participants and all of them were female. Their most recent final grades, the ones from the first semester, were used as indicators of general achievement: seven learners had final grade 3, twelve had final grade 4, four had final grade 5, and two learners did not write down their final grades. Their class average was 3.87. They were taught by one teacher, called teacher A for the purpose of the study. Teacher A is a teacher of English and Italian and has been teaching English for more than ten years.

The second group, class B in the study, consisted of 26 learners, 8 of them male and 18 of them female. Their final grades were as follows: one learner had final grade 3, twelve learners had final grade 4, twelve learners had final grade 5 and one learner did not write his grade. Based on the data, their class average grade was 4.44. Their teacher will be called teacher B. Teacher B is a teacher of English and French and has been teaching English for more than twenty-five years.

3.3.2. Data collection instrument

Three instruments were used for this study. As a starting point we used the Croatian translation of Horwitz's Foreign Language Classroom Anxiety Scale (FLCAS) (1983) with an addition of two open-ended questions *Name at least three activities that make you feel highly anxious in English class* and *Name at least three ways how a teacher could help you to cope with anxiety*. FLCAS is a five-point Likert scale which ranges from "strongly disagree", "disagree", "neither agree nor disagree", "agree" to "strongly agree". The questionnaire consists of 33 items with possible scores ranging from 33 to 165 where a higher score stands for a higher level of anxiety. It is a tri-factor model that includes communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32), test anxiety (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28) and fear of negative evaluation (items 2, 7, 13, 19, 23, 31, 33). The scores on nine items (2, 5, 8, 11, 14, 18, 22, 28, and 32) were key-reversed before data processing.

The scale showed to be reliable with an alpha coefficient of .93 (N=108) (as cited in Horwitz *et al.*, 1986). In this study the reliability for the internal consistency for the entire scale was also high ($\alpha = 0.88$), while it was satisfactory for particular subscales (communication apprehension ($\alpha = 0.74$), test anxiety ($\alpha = 0.79$), fear of negative evaluation ($\alpha = 0.62$). The item that reduced the reliability for internal consistency on the level of subscale as well as on the level of the whole scale was item 6 (see Appendix A): *During language class, I find myself thinking about things that have nothing to do with the*

course. This is a general item not necessarily related to FLCAS and it does not have the same object of measurement as the other items in the scale.

In addition, we used a Croatian translation of the shortened version of Laine's questionnaire (1987) with a three-point Likert scale. The questionnaire included 4 items that showed learners' real perception of their self concept *My English level is bad/average/good*, teachers' perception of learners' achievement *My teacher thinks that I am bad/average/good in English*, peers' perception of learners' achievement *The rest of the class believes that I am bad/average/good in English*, and learners' opinion on their English grade *I am not satisfied/partially satisfied/completely satisfied with my English grade*. Learners responded to the questions with 1 to 3, where 1 represented weak self concept and 3 strong self concept. We formed the overall result based on all of the items and it ranged from 4 to 12. The questionnaire had satisfactory reliability ($\alpha=0.62$) due to small number of items. In order to compare general achievement of the learners, we expanded the questionnaire by adding an item about the learners' final grade (see Appendix B).

The teachers were given a different questionnaire (see Appendix C). They had to enumerate possible symptoms of language anxiety for each learner and estimate their anxiety level, ranging from 1 to 3 so that their results could be compared to the results obtained by FLCAS. In this questionnaire one stood for low anxiety, two for moderate anxiety and three for high anxiety. In the second part the teachers had to name a few ways of dealing with highly anxious learners.

3.3.3. Procedure

The questionnaires were distributed to the learners in 2014 during their English lessons without the presence of their language teachers. All the participants had 20-30 minutes to fill in the questionnaires. The learners were informed about the purpose of the research and they were given instructions about the questionnaire. They were also told that the questionnaire was anonymous. The teachers were able to take their questionnaire home because it was more demanding and time-consuming. They had to return it the day after. The data collected from the questionnaires were computed and analysed using SPSS. In the analysis of the qualitative data we applied content analysis by categorizing the answers according to a similar theme.

3.3.4. Results and discussion

The study confirmed several hypotheses. First, the results of the overall anxiety scale indicated that learners in the current study experienced moderate level of anxiety $M=91.31$ ($SD=20.241$) with scores ranging from 53 to 130 ($N=51$). These results indicate that *Hypothesis 1* was confirmed; the participants in the study experienced some level of anxiety and it was showed to be moderate. If we compare our results to the results obtained by the authors of FLCAS (Horwitz *et al.*, 1986) it is evident that the average level of anxiety of our learners is somewhat lower than the hypothetically expected arithmetic mean ($M_{Ho}=99$). There were 15 learners who experienced low anxiety during their FL lessons, 32 learners experienced moderate anxiety and only 4 learners were found out to have high anxiety level. Apart from that, analyses of anxiety levels on three subscales (see Table 1) showed that learners reported highest results on test anxiety $M=42.73$ ($SD=10.894$) whereas they scored lowest results on the third subscale, fear of negative evaluation $M=19.98$ ($SD=5.070$).

Table 1. Values of FL anxiety in the three subscales and in FLCAS

| | Communication apprehension | Test anxiety | Fear of negative evaluation | FLCAS |
|--|----------------------------|-----------------|-----------------------------|--------|
| N | 51 | 51 | 51 | 51 |
| M | 28.61 | 42.73 | 19.98 | 91.31 |
| Mdn | 29 | 42 | 20 | 93 |
| Mod | 31 ^a | 31 ^a | 18 ^a | 102 |
| Sd | 7.624 | 10.894 | 5.070 | 20.241 |
| Min | 11 | 23 | 10 | 53 |
| Max | 42 | 63 | 30 | 130 |
| a. There are more mode values. The lowest one was shown. | | | | |

The comparison of scores of FL anxiety between the two groups of learners did not show statistically significant difference ($t=-1.545$; $p>.05$) so *Hypothesis 2* was not confirmed; there was no difference in the amount of anxiety between group A and group B, although learners of group B had somewhat higher mode value on FLCAS scale compared to learners of group A (see Table 2). The possible explanation is that both groups, apart from having different teachers, had been learning English for the same period of time, starting from grade 1 and their exposure to English was in the same amount if we take into consideration only the school context.

Table 2. Difference in the amount of anxiety between the learners of group A and group B

| | Group | N | M | Sd | t | p |
|-------|-------|----|-------|--------|--------|------|
| FLCAS | 1A | 26 | 87.08 | 16.363 | -1.545 | .129 |
| | 1B | 25 | 95.72 | 23.129 | | |

One of the aims of the study was to see whether there was a correlation between language achievement, language anxiety and learners' self concept and if these correlations were positive or negative. One of the first studies on this field was a study done by Makkonen and colleagues who discovered that students with strong self concept were more willing to use a foreign language in class and they were not anxious about their performance (1985, as cited in Laine, 1987). On the other hand, weak self concept students were characterised by "...anxiety, communication avoidance and low TL achievement" (Laine, 1987, p. 59). In Table 3 it can be seen how scores on the subscales of FLCAS were moderately correlated to each other (from $r = .494$ to $.624$). As it was expected, the scores on FLCAS highly correlated with the three subscales (from $r = .772$ to $.921$).

Table 3. Correlation between scores on FLCAS, grades and self concept

| | Comm. apprehension | Test anxiety | Fear of neg. evaluation | Grade | Self concept |
|-------------------------|--------------------|--------------|-------------------------|--------|--------------|
| FLCAS | .825** | .921** | .772** | -.193 | -.417** |
| Comm. apprehension | | .602** | .494** | -.141 | -.386** |
| Test anxiety | | | .624** | -.123 | -.307* |
| Fear of neg. evaluation | | | | -.293* | -.424** |
| Grade | | | | | .326* |
| ** $p < .01$ | | | | | |
| * $p < .05$ | | | | | |

If we take a closer look at the correlation between the overall results on FLCAS scale and language achievement we can see that these two items correlated negatively, as it was

proposed in *Hypothesis 3*. However, the test showed no significant difference between the results of FLCAS and language achievement ($t=-.193$), neither in communication apprehension ($t=-.141$) nor in test anxiety ($t=-.123$). Only the subscale 'fear of negative evaluation' had a significantly negative correlation with a learner's grade ($r=-.293$; $p<.05$). This indicates that those who suffered from a higher fear of negative evaluation had lower grades. It must be said that although significant, this correlation coefficient was quite low.

Furthermore, this study showed that there was a significantly negative correlation between the results obtained by self concept questionnaire, FLCAS and its subscales. The highest one was between fear of negative evaluation and self concept ($r=-.424$; $p<.01$) and between FLCAS and self concept ($r=-.417$; $p<.01$), while it was to some extent lower between communication apprehension and self concept ($r=-.386$; $p<.01$) as well as between test anxiety and self concept ($r=-.307$; $p<.05$). Based on the results, it can be concluded that self concept is related to foreign language anxiety, meaning that learners who have stronger self concept are likely to be less anxious during their language lessons. The finding goes in line with what was put forward by *Hypothesis 4*; language anxiety correlated negatively with self concept and learners with weaker self concept used to be more anxious. Moreover, a significant and relatively low positive correlation ($r=.326$; $p<.05$) was found between language achievement and self concept. This means that the stronger the self concept the higher the grade that was present in the sample. In other words, as it was stated in *Hypothesis 5* learners with stronger self concept achieved more success in English. However, it is not clear whether the anxiety influenced the grade or if the grade was the cause of language anxiety.

One of the main questions in this study was whether the teachers were able to recognise their learners' level of anxiety. It was expected that the results would match considerably because they had been teaching those learners for nearly one year, 4 times a week (*Hypothesis 6*). Based on the results obtained from FLCAS, the learners were divided into three categories: low anxious, moderately anxious and highly anxious learner. The teachers used the same categories to estimate their learners' level of anxiety. In Table 4 there is a comparison of teachers' assessment of anxiety level and learners' results of FLCAS.

In contrast to the expected, the learners' results on FLCAS and the ones proposed by the teachers were not the same. First of all, we can notice that the teachers classified 26 learners as low anxious, 26 learners as moderately anxious and only 2 learners as highly

anxious. On the other hand, learners' results were different: 15 learners experienced low anxiety level in their English lessons, 32 learners experienced moderate anxiety level and 4 learners showed to be highly anxious during their language lessons. This means that there were more learners who experienced moderate level of anxiety than their teachers thought. In other words, the teachers seem to assume that their learners experienced slightly lower anxiety level than it was shown to be true. The consistency was low in the category of low anxiety; only 9 learners were found to experience low anxiety according to FLCAS and teachers' assessment, while 13 participants who stated to experience moderate anxiety were classified as low anxiety learners by their teachers. The same results appeared in the category of moderate anxiety where only 17 participants were classified as moderate anxiety learners while in reality 32 learners belonged to that category according to FLCAS. It is interesting that out of the 4 participants who showed to be highly anxious, none was assessed to be highly anxious by his/her teacher and one was put in the category of low anxious learners. We decided to check the incongruity between learners' results and teachers' assessment by using the Wilcoxon signed-rank test. The test showed to be negligible ($t=-1.890$; $p>.05$) and it proved that contrary to our hypothesis, there was no connection between learners' self-assessment and teachers' evaluation.

Table 4. Teachers' assessment of anxiety level vs. results of FLCAS

| | | Teachers' evaluation | | | Total |
|------------------|------------------|----------------------|------------------|--------------|-------|
| | | Low anxiety | Moderate anxiety | High anxiety | |
| FLCAS categories | Low anxiety | 9 | 6 | 0 | 15 |
| | Moderate anxiety | 13 | 17 | 2 | 32 |
| | High anxiety | 1 | 3 | 0 | 4 |
| Total | | 23 | 26 | 2 | 51 |

In the open-ended part of the questionnaire the participants were asked to state at least 3 activities that made them feel highly anxious during their English lessons. The obtained results were grouped into several subcategories. The participants cited various sources for their anxiety, such as oral exam, speaking activities, listening, error correction, teacher's attitude and many others. The grouping was not easy as some of the categories intertwined, but we decided to cite the most prominent ones. Figure 1 shows the frequency and the percentage of each category. It was found that an oral exam was the most disturbing aspect of

the class and 52.9% of the learners mentioned it as their number one source of anxiety, perhaps due to poor vocabulary and grammatical knowledge. The second most anxiety provoking activity was speaking and it was cited by 49.0% of the learners. Even though an oral exam is a kind of speaking activity, we decided to separate these two categories because according to learners' perception it was viewed differently from speaking. According to the learners, an oral exam was a kind of exam during which teacher posed questions to the learners and learners usually were graded. On the other hand, a speaking activity included any kind of in-class presentation, whether it was a simple lesson presentation or just answering some questions, without being graded. The results definitely go in the line with numerous researches done on the field of speaking anxiety. Daly (1991) noted that the fear of giving a public speech was even worse than the fear of snakes, elevators and heights. Koch and Terrell did a research in their Natural Approach classes and found out that "more than one-half of their subjects reported oral presentations in front of the class and oral skits as the most anxiety-provoking activities" (1991, as cited in Young, 1991, p. 429). Apart from having to present some new material, language learners have to do it in a foreign language, which can cause a high level of anxiety. In third place, 45.1% of the participants cited a written test as an anxiety triggering activity. One of the reasons for test anxiety could be a lack of time that learners have on their disposal. Also poor preparation for the test can trigger anxiety in these circumstances. Almost every fifth student mentioned listening and grammar exercises to be anxiety provoking. Young (1992) observed how listening could trigger anxiety if it were incomprehensible. Knowing grammar rules was problematic for 23.5% of the learners and it is not surprising because English grammar is completely different from our language. Learners of English have to learn different pronunciation inventory and its writing system. It is interesting that only 2 participants mentioned vocabulary as particularly problematic, and only one learner cited reading as an anxiety provoking activity.

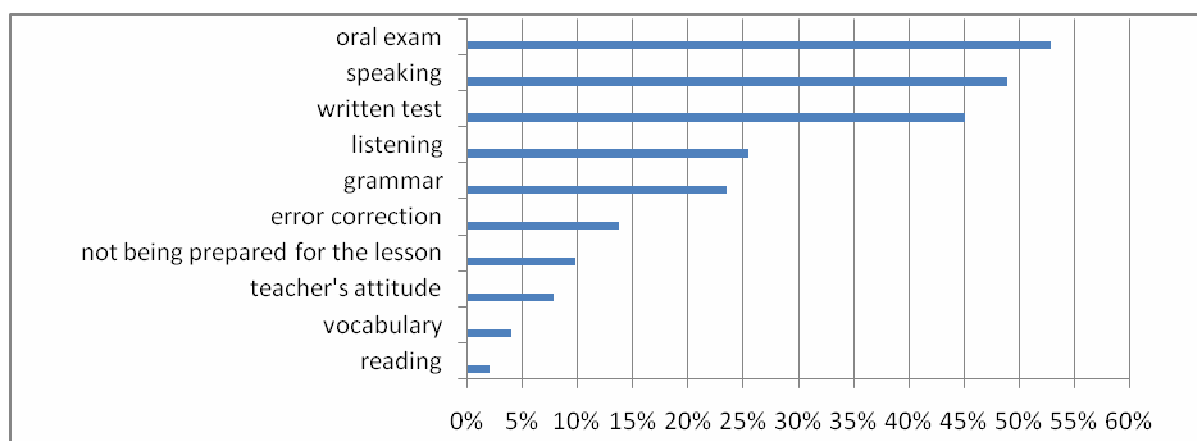


Figure 1. Anxiety-provoking activities in percentages

These results were not surprising because they were in accordance with what was mentioned by the learners in the second part of the open-ended questionnaire. Participants were asked to specify at least three ways a teacher could help them to reduce anxiety (see Figure2). The answers suggested that the role of the teacher was vital in reducing anxiety level. In first place the participants cited supportive environment (47.1%). Price did some interviews with highly anxious students and she came up with several causes of anxiety, one of them being the role of the instructor (1991, as cited in Horwitz & Young, 1991). In some cases, the instructor reduced their anxiety by not paying too much attention to error correction, in other cases the instructor would increase students' anxiety by excessively correcting their accents. According to Mihaljević Djigunović (2002) adolescents were particularly sensitive to everything that was going on in class. In other words, the teacher's behaviour could prompt language anxiety.

Learners suggest that their teachers should be more encouraging and more patient and less strict when they make some mistakes. Their answers were somewhat similar and they all agreed that the teacher should not make them feel uncomfortable when they made mistakes. They stated the following solutions to their anxiety: *“da nas profesorica ne dovede u neugodnu situaciju kada nešto krivo kažemo”/ “da nas profesorica ne dovede u neugodnu situaciju kada nešto ne znamo, nego da nas na blag način usmjeri na pravi put”*. One learner reported that the teacher should not be yelling so often when someone made mistake: *“da se nastavnica ne dere kada falijem”*. A relaxed classroom atmosphere (21.6%) and exam announcements (23.5%) were important to every fifth learner. They wanted their teacher to make some jokes, to let them see some movies during their lessons or simply to listen to foreign music.

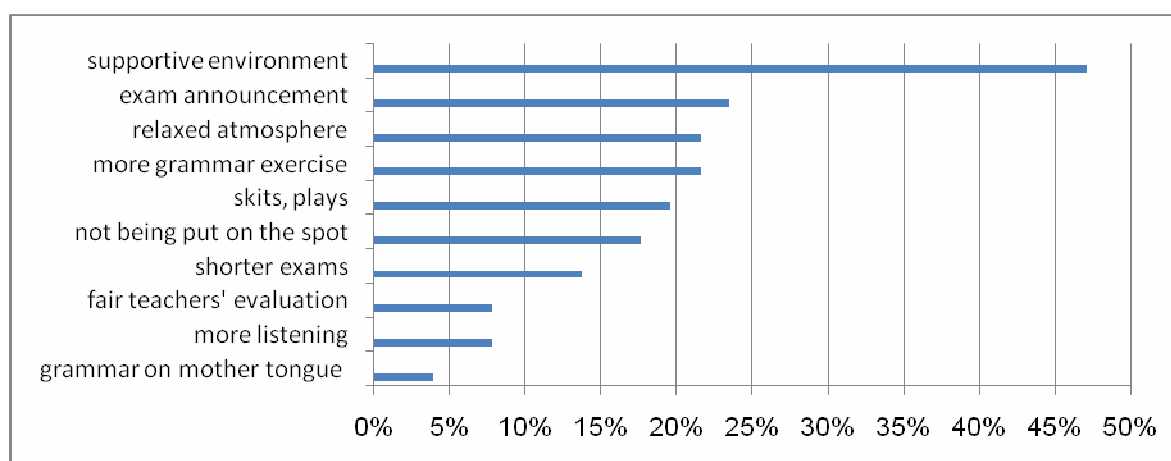


Figure 2. Factors that can reduce anxiety in percentages

If we compare the answers to the two open-ended questions, it can be seen that, as a response to a question 1, the participants mentioned a written exam as their number three source of high anxiety. In Figure 2 we can see that exam announcement was positioned on a high second place and it was reported by 23.5% of the learners as one of the ways in reducing anxiety. Also 13.7% of the participants mentioned that having shorter exams would help them decrease anxiety. It is hard to say whether learners were anxious about the lack of time while writing a test due to its length, or their lack of preparation triggered some anxiety. It is clear that the majority of them would like to have their exams announced and they would like to write those exams in a friendly environment.

To conclude the study, we wished to see how teachers dealt with learners who were highly anxious so we asked them to point to a few anxiety-alleviating techniques. The results were striking because what learners thought their teachers usually did not do in the class, the same teachers cited as some of the methods they really used during their lessons. For example, the teachers mentioned that they usually gave students more time when they had to answer questions during their oral exams. This was proved to be erroneous according to our learners who thought that they did not have enough time to do their oral exams. The teachers also mentioned that they used jokes and anecdotes from everyday life to make the atmosphere more relaxed. According to the learners' responses, this was one of the elements that was missing during their lessons. The results showed once more that there was incongruity between the learners' view of the factors that help to reduce anxiety and the teachers' applied methods.

4. Conclusion

This study was an attempt to examine the level of foreign language anxiety of first grade learners and to describe the learners' and teachers' perspective of language anxiety. It is important to emphasize that the results of this study cannot be generalized since only two teachers and two first grade groups were involved in the study. In order to get a fuller insight into the learners' level of anxiety and teachers' awareness of it we used three instruments, the Croatian translation of Horwitz's Foreign Language Classroom Anxiety Scale (Horwitz, 1983) with an addition of two open-ended questions, a Croatian translation of the shortened version of Laine's questionnaire (Laine, 1987) and one teacher's questionnaire.

The study confirmed several hypotheses. First of all, it can be concluded that the results of the study were partly supportive of the previous research on the foreign language anxiety (Mihaljević Djigunović & Legac, 2008). This primarily refers to the findings that the level of language anxiety in Croatian context was somewhat lower than the average level of language anxiety in other contexts. The results of the overall anxiety level indicated a moderate level on the FLCAS scale. By comparing the levels of anxiety between our two studied groups, it was found out that there was no significant difference in their level of anxiety, even though they had different teachers with probably different teaching practices.

Furthermore, it was shown that foreign language anxiety correlated negatively with foreign language grade, more correctly the subscale 'fear of negative evaluation' correlated negatively with learner's grade. This can suggest that a learner who has a higher fear of negative evaluation usually has lower grades. However, contrary to our beliefs that the correlation would be high, the test showed no significant difference between the overall results of FLCAS and language achievement. On the other hand, the relationship between language achievement and self concept was positive, indicating that learners who had stronger self concept were more successful in English.

Another important finding in our study was that language anxiety correlated negatively with self concept and learners who had weaker self concept were more anxious. Thus, it can be concluded that the level of anxiety diminishes as learner's self concept becomes more positive. The same results appeared in the studies done by Peleg (2009) who proved that there was a negative correlation between language anxiety and self-esteem. These findings may suggest that self concept is an important variable in the process of foreign language learning that can greatly influence students' learning process.

Some of the findings in our study were contradictory to accepted beliefs about a teacher's perception of language anxiety and a learner's view of it. More precisely, it is believed that teachers recognize language anxiety to the same extent as it is presented in their learners. We expected that the teachers would recognise to some extent their learner's level of anxiety because they had been teaching these two groups of learners for nearly one year. However, the results showed that the teachers were not able to correctly identify the level of anxiety present in learners. The teachers assumed that their learners experienced lower level of anxiety than it was proven to be true.

Regarding the limitations of the study, it is important to mention that the first limitation lies in the mere nature of language anxiety which is a very unstable variable, exposed to a variety of influences, such as a teacher's attitude, motivation, teaching practices, a learner's personality, his/her beliefs and self concept. This means that we should be very careful while analysing and discussing the results of this study because it is hard to determine whether some variables are the cause of some other factors or whether they are the consequence of those factors. In other words, we do not know whether the anxiety is the result of the grade or if the grade is the cause of language anxiety.

Secondly, another limitation of the study was the small sample size that was available. It would, therefore, be preferable to include more groups taught by these two teachers and also more teachers. Moreover, even though the syllabus was the same, these two teachers had different methods of teaching. Since this study dealt primarily with quantitative data, further emphasis should be put on gathering some qualitative data in order to get some deeper understanding of the causes of foreign language anxiety.

Although this was a small sample of participants and only limited generalization might be guaranteed, various recommendations for reducing anxiety could be deducted from the learners' responses. It was shown that the teacher was a crucial factor in the class. It is necessary to increase the teacher's awareness because foreign language anxiety is an important factor that can inhibit a learner's performance. To decrease learners' anxiety, teachers should use more practical English material, ask learners to engage more in group activities and have more patience when helping learners. Teachers can give learners more opportunities to practise grammar and listening in smaller groups. It would be also good if demanding grammar rules were explained in a mother tongue. Creating a supportive environment can be extremely helpful to reduce their anxiety level. Instead of blaming learners for not knowing something, teachers should encourage them to work harder and praise their effort.

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6. Appendices

6.1. Appendix A- The Croatian translation of FLCAS (Horwitz, 1983)

Skala za mjerenje straha od stranog jezika u razrednoj situaciji (FLCAS) (Horwitz, 1983)

Odredite koliko vas dobro opisuju sljedeće tvrdnje. Zaokružite odgovarajući broj prema ovoj legendi:

1= uopće se ne odnosi na mene

2= većinom se ne odnosi na mene

3= ponekad se odnosi na mene, a ponekad ne

4= djelomično se odnosi na mene

5= potpuno se odnosi na mene

| | | | | | |
|--|---|---|---|---|---|
| 1. Nikada se ne osjećam potpuno sigurnim u sebe kada govorim na satu stranog jezika. | 1 | 2 | 3 | 4 | 5 |
| 2. Ne zabrinjavaju me pogreške koje radim na satu stranoga jezika. | 1 | 2 | 3 | 4 | 5 |
| 3. Uhvati me strah kad vidim da će me profesor prozvati. | 1 | 2 | 3 | 4 | 5 |
| 4. Uplašim se kad ne razumijem što profesor govori na stranome jeziku. | 1 | 2 | 3 | 4 | 5 |
| 5. Ne bi me smetalo da imam više sati stranoga jezika. | 1 | 2 | 3 | 4 | 5 |
| 6. Tijekom sata često razmišljam o stvarima koje nemaju veze sa stranim jezikom. | 1 | 2 | 3 | 4 | 5 |
| 7. Često mislim da drugi u razredu znaju strani jezik bolje od mene. | 1 | 2 | 3 | 4 | 5 |
| 8. Kad imamo test (kontrolni ili slično) iz stranog jezika, obično sam opušten. | 1 | 2 | 3 | 4 | 5 |
| 9. Uhvati me panika kad na satu stranog jezika moram govoriti bez pripreme. | 1 | 2 | 3 | 4 | 5 |
| 10. Bojim se posljedica loše ocjene iz stranog jezika. | 1 | 2 | 3 | 4 | 5 |
| 11. Ne znam zašto se neki toliko uzrujavaju oko stranog jezika. | 1 | 2 | 3 | 4 | 5 |
| 12. Na satu stranog jezika mogu postati toliko nervozan da zaboravim i ono što znam. | 1 | 2 | 3 | 4 | 5 |
| 13. Neugodno mi je javljati se na satu. | 1 | 2 | 3 | 4 | 5 |
| 14. Da moram na stranom jeziku razgovarati s izvornim govornikom, ne bih bio nervozan. | 1 | 2 | 3 | 4 | 5 |
| 15. Uzrujam se kad me profesor ispravi, a ne razumijem u čemu je pogreška. | 1 | 2 | 3 | 4 | 5 |
| 16. Čak i kad se dobro pripremim, strah me na satu stranog jezika. | 1 | 2 | 3 | 4 | 5 |
| 17. Često mi se ne ide na sat stranog jezika. | 1 | 2 | 3 | 4 | 5 |
| 18. Osjećam se sigurnim u sebe kada govorim na satu stranog jezika. | 1 | 2 | 3 | 4 | 5 |
| 19. Bojim se da moj profesor čeka da pogriješim kako bi me ispravio. | 1 | 2 | 3 | 4 | 5 |
| 20. Osjećam kako mi srce lupa kad me na satu profesor treba prozvati. | 1 | 2 | 3 | 4 | 5 |
| 21. Kad učim za kontrolni (test ili slično), što više učim, to sam više zbunjen. | 1 | 2 | 3 | 4 | 5 |
| 22. Ne osjećam se prisiljen da se dobro pripremam za sat stranog jezika. | 1 | 2 | 3 | 4 | 5 |

| | |
|---|-----------|
| 23. Uvijek mi se čini da drugi govore strani jezik bolje od mene. | 1 2 3 4 5 |
| 24. Neugodno mi je govoriti strani jezik pred drugima u razredu. | 1 2 3 4 5 |
| 25. Toliko brzo prelazimo gradivo iz stranog jezika da me strah da ću zaostati. | 1 2 3 4 5 |
| 26. Na satu stranog jezika nervozniji sam nego na drugim satovima. | 1 2 3 4 5 |
| 27. Kad govorim na satu stranog jezika, osjećam se nervozno i zbunjeno. | 1 2 3 4 5 |
| 28. Prije sata stranog jezika osjećam se opuštenim i sigurnim u sebe. | 1 2 3 4 5 |
| 29. Postanem nervozan kad ne razumijem svaku riječ koju profesor kaže. | 1 2 3 4 5 |
| 30. Obeshrabruje me broj pravila koja treba znati da bi se govorilo strani jezik. | 1 2 3 4 5 |
| 31. Bojim se da će mi se drugi u razredu smijati kad govorim na stranom jeziku. | 1 2 3 4 5 |
| 32. U društvu izvornih govornika vjerojatno bih se osjećao ugodno. | 1 2 3 4 5 |
| 33. Nervozan sam kad me profesor pita, a nisam se spremio. | 1 2 3 4 5 |

1. Navedi najmanje 3 aktivnosti na satu stranog jezika zbog kojih osjećaš najveću tremu.

1)

2)

3)

2. Navedi najmanje 3 načina kojima bi ti nastavnica mogla pomoći u svladavanju treme tijekom sata.

1)

2)

3)

6.2. Appendix B- Croatian translation of the shortened version of Laine's questionnaire (Laine, 1987)

Upitnik o pojmu o sebi (Laine, 1987)

Izaberite odgovor koji najbolje opisuje vaše mišljenje.

Mislim da mi engleski ide

1. loše.
2. zadovoljavajuće.
3. dobro.

Moja nastavnica misli da mi engleski ide

1. loše.
2. zadovoljavajuće.
3. dobro.

Ostali u razredu misle da mi engleski ide

1. loše.
2. zadovoljavajuće.
3. dobro.

S ocjenom iz engleskog sam

1. nezadovoljan/na.
2. prilično zadovoljan/na.
3. potpuno zadovoljan/na.

Moja ocjena na polugodištu bila je:

6.3. Appendix C- Teachers' questionnaire

1. Na skali od 1 do 3 procijenite razinu straha od jezika kod svakog učenika/ce te kako se strah od jezika očituje tijekom sata/ ispitivanja.

1=niski strah

2=srednji strah

3= visoki strah

| IME I PREZIME UČENIKA | 1 | 2 | 3 | SIMPTOMI STRAHA OD JEZIKA |
|-----------------------|---|---|---|---------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
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| 19. | | | | |
| 20. | | | | |
| 21. | | | | |
| 22. | | | | |
| 23. | | | | |

| | |
|-----|--|
| 24. | |
| 25. | |
| 26. | |
| 27. | |
| 28. | |
| 29. | |
| 30. | |
| 31. | |

2. Kako na nastavi pokušavate pomoći učenicima s tremom? (Molimo budite što detaljniji).

Sažetak

Cilj ovoga diplomskog rada bio je istražiti odnos između viđenja nastavnika straha od jezika i učenikove percepcije o strahu. Drugim riječima, prepoznaju li nastavnici razinu straha od jezika kod svojih učenika. Štoviše, htjeli smo ispitati do koje mjere učenici engleskog jezika osjećaju strah od jezika na nastavi stranog jezika i koji su njegovi mogući izvori. Pri prikupljanju potrebnih podataka korišteni su hrvatska verzija FLCAS upitnika o strahu od stranog jezika i skraćena verzija Laine-ovog upitnika o sebi. U istraživanju je sudjelovao 51 učenik prvog razreda srednje škole te dvije profesorice kojima je bio podijeljen upitnik napravljen za potrebe ovoga rada. Rezultati su pokazali da nema značajne razlike u količini straha od jezika kod dvije grupe učenika. Nadalje, rezultati su pokazali da naši učenici osjećaju umjereni strah od jezika na nastavi engleskog jezika. Najveći strah su osjećali zbog nedostatka vremena prilikom usmenog ispitivanja. Ostali uzroci straha od jezika su bile usmene aktivnosti, pisani ispiti, slušanje i gramatika. Rezultati su također pokazali da učenici s boljim pojmom o sebi postižu bolji uspjeh u engleskom. Iznenadujuće, pokazalo se da profesori nisu mogli prepoznati razinu straha od jezika kod njihovih učenika u jednakoj mjeri kao što su učenici osjećali strah. Bilo kako bilo, ove rezultate treba uzeti sa zadrškom i preporuča se provesti više istraživanja kako bi se dobio bolji uvid u fenomen straha od jezika.

Ključne riječi: gramatika, nastavnici, pojam o sebi, strah od stranog jezika, uspjeh